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ABSTRACT

Included in this document are various materials related to the Adopt-A-School Program of the Salt Lake City, Utah, public school district. Contents consist of correspondence, a journal article, program materials, assessment materials, a handbook for company coordinators, newspaper articles, various questionnaires, and a list of companies that have participated in the program. Concluding that business would do well to improve internally before moving aggressively into education, Howard Ozmon's journal article, "Adopt-A-School: Definitely Not Business as Usual," points out "mythic" aspects of rationales for direct involvement of business in education and provides evidence that companies actually do seek to influence and direct school activities. Program materials included provide guidelines for participant selection, early planning, and later planning and preparation; pitfalls and projects are described. Questionnaires concern community resource assessment, school needs assessment, program implementation, and needs assessment for the school/business partnership program. The volunteer coordinator handbook provides background materials on the program; specifies aspects of the role of the company coordinator; lists steps in adopting a school; and includes checklists and related materials for informing and recruiting volunteers, orientation, and ongoing communication. (RH)

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Gene Berry

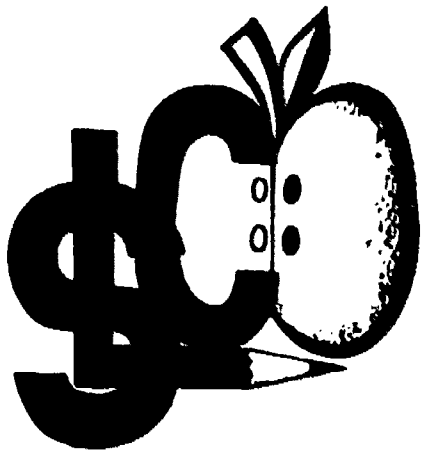
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THE ADOPT-A-SCHOOL PROGRAM DEFINED

The Adopt-A-School Program is designed to create a partnership consisting of an adoptor (business, civic, or religious organization) and an adoptee (a selected Salt Lake City School District public school).

The purpose of this program is to foster a better understanding in the community of our public school system and to establish a people-to-people relationship between adoptor and adoptee that will create a spirit of involvement in and concern for our schools. It's a sharing of time, talent, and expertise on the part of students and adopters mutually benefitting both groups.

The ultimate goal of this program is to encourage greater communitywide interest in our city schools in order to insure the economic and public educational future of our city and to make our school system a model of which we all can be proud.



Salt Lake City School District

440 East First South Salt Lake City, Utah 84111 Phone: 322-1471

Dear Friend:

YOU, AS A LEADER IN OUR COMMUNITY, ARE CHALLENGED TO JOIN US IN AN EXCITING EFFORT CALLED "ADOPT-A-SCHOOL".

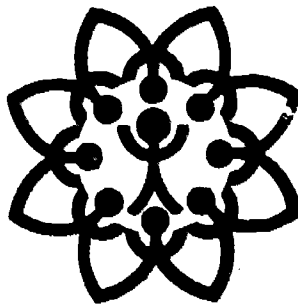
This joint venture allows the community to see the schools in a new light. The partnership formed gives the schools an opportunity to benefit from the resources of the community, and the community the opportunity to get involved in its school system.

Salt Lake City needs this kind of partnership. It is essential for the economic future of our city that the gap existing between the community and its schools be removed. This is a plan where you can get involved -- contribute to a vital area of the community and at the same time improve your already excellent corporate image.

I and my staff are totally committed to the success of this important program -- I urge you and your associates to make the same commitment.

Sincerely,

Donald Thomas
Superintendent
Salt Lake City School District



SCHOOL VOLUNTEERS, INC.

Salt Lake City School District
440 East First South / Salt Lake City, UT 84111 / (801) 322-1471

You've been challenged!

But don't feel all alone. So have we. And so has the entire Salt Lake City business community for that matter.

During the past few years voluntarism has come to the foreground of community support. Here in our city we are soliciting extensive involvement of business, church, industry and community organizations in upcoming school activities. We are particularly interested in gaining group support for our important School Volunteers Adopt-A-School program.

Why Adopt-A-School?

Today's students are citizens, customers, and employees of the future. We should be investing in them now! And we all know that the quality of public education has a direct bearing on the economic and social well-being of our community. What we do to help Salt Lake City boys and girls today affects us both today as well as tomorrow.

Our schools are enthusiastic about this program and are prepared to share their resources with you. In this way everyone benefits from this relationship. Students receive help, enrichment and practical experiences. Volunteers gain fulfillment, personal growth and increased understanding of the schools. And a business or organization has an opportunity to play a vital role in service to our community.

You can help in making the difference for our public schools. Let's accept the challenge. Together!

Hal Collipriest

Harold D. Collipriest
Chairman, Board of Directors
School Volunteers, Inc.

Sue Apitz

Sue Apitz
Chairman
Adopt-A-School Committee



Mountain Bell

4615 South State
Murray, Utah 84107

January 4, 1980

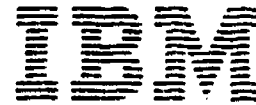
Mrs. Gene Berry, Director
Salt Lake School Volunteers, Inc.
440 East First South
Salt Lake City, Utah 84111

Dear Mrs. Berry:

In response to our recent conversation regarding the National School Volunteer's Awards Program which is sponsored by the Tupperware Home Parties, Inc., I want to share with you our feelings at Mountain Bell toward the Adopt-A-School Program at the South High School in Salt Lake City.

First of all, we are - and have been - very enthused and committed to this worthwhile Business-Community project which promotes a positive climate for mutual support. Since we became the sponsoring Company in 1976, when this program was initially introduced in Utah, we have permitted between thirteen and sixteen employees per year, from November thru April, to tutor high school students in appropriate subjects as determined by the South High School Administration. Total annual work release time for our employees, most of which are college students, has been in the range of 350-500 hours. This year we have sixteen employees actively involved, and approximately 66 hours per month has been contributed thus far. Six other employees are anxious to participate, pending needs of the School system, and compatibility of work schedules and subjects requiring tutoring.

How do we feel the program is beneficial? It is worthwhile for our Company in that it helps develop a potential resource of future employees, many of whom are disadvantaged, who will be better educated and will know that we at Mountain Bell care. These students identify with our Company in the same manner as our Junior Achievement groups. In addition to providing a community service and enriching the school curriculum, our employees reinforce their own skills, perhaps improve their feelings of self esteem, and they develop into better future leaders.



International Business Machines Corporation

348 East South Temple
Salt Lake City, Utah 84111
801 / 328-4333

January 8, 1980

Mrs. Gene Berry
Coordinator School Volunteers, Inc.
440 East First South
Salt Lake City, Utah 84111

Dear Gene:

In the Spring of 1969, a citizens group met at the invitation of M. Lynn Bennion, then Superintendent of the S. L. School District. The purpose of the meeting was to discuss the feasibility of establishing a formal School Volunteer Program. Included in the meeting were people from a cross section of the community--government, business, education and housewives. At the conclusion of the meeting it was decided to pursue the formation of a non-profit corporation, incorporated under the laws of the State of Utah, to be known as School Volunteers.

By-laws were written to govern School Volunteers and subsequently Officers and Directors were elected and a paid coordinator was hired.

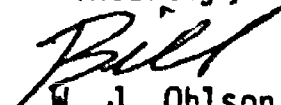
As a member of the business community in Salt Lake City, I had the privilege of serving six years as a board member and two years as Chairman of School Volunteers.

During that time my company granted release time to employees to participate in tutoring programs at various schools, which by any standard of measurement we considered successful and meaningful to the students as well as to our employees. As you know, we are again tutoring on a weekly basis at Bryant Jr. High School and I know many other companies are doing the same thing.

I am pleased to see that one of the original concepts of School Volunteers--involvement of the business community--is still being perpetuated and I congratulate you, the executive committee and board members, for your continued use of this resource.

As many have said, 'Volunteerism is one of the great traditions of our American heritage.' The corporations and businesses that function in our community give time and money to the betterment of our social well being. I urge you to continue to use this resource as an adjunct to School Volunteers.

Sincerely,


W. J. Ohlson
IBM Corporation



SCOTT M. MATHIASON
GOVERNOR

STATE OF UTAH
OFFICE OF THE GOVERNOR
SALT LAKE CITY
84114

October 17, 1980

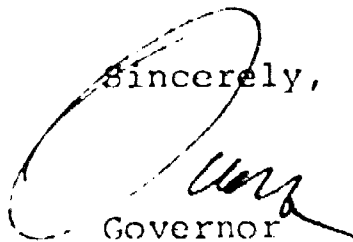
Roger C. Mouritsen, Ph.D.
School of Education-1302
Weber State College
Ogden, Utah 84408

Dear Dr. Mouritsen:

I want to take this opportunity to gratefully acknowledge the extraordinary endeavors of School Volunteers Incorporated in providing assistance to the Salt Lake City School District. The volunteers involved in this program have made, and continue to make, some of the most significant contributions to the quality of education in Utah that we know.

I wish to extend my fullest support to the School Volunteers program as well as my warm best wishes for their continued success.

Sincerely,



Governor

SMM:jfb

POINT OF VIEW

ADOPT-A-SCHOOL: Definitely Not Business as Usual

by Howard Ozmon

Beware of the involvement of the business community in the schools, warns Mr. Ozmon, and be sure that there are no strings attached.

Many are unfamiliar with the Adopt-a-School program, in which businesses "adopt" schools in order to provide volunteers,* sponsor programs (such as the glee club), provide equipment and materials (e.g., for sports), and provide expertise and direction for educational programs.

Everyone knows, of course, that business has always been interested and involved in education. I remember well the rulers that I was given in elementary school with the name of a local business emblazoned upon them, the baseball T-shirts advertising local shops, and the visitors who talked about toothpaste or the need to eat more apples. Add to these the conventions at which teachers and administrators receive free gifts from various companies seeking to sell their products; the journal and magazine ads for chairs, desks, paint, and equipment; and the films, cassettes, and filmstrips provided by corporations to schools, and you begin to see that this is no small operation. The total value is on the order of \$1.35 billion a year.

What concerns me here is something new, however: the movement of business from merely providing funds to actually trying to influence the material taught, the way it is taught, and the evaluation of teachers and schools. This has come about, I believe, because businesses have perceived a vacuum in educational leadership, and they have been waiting on the sidelines for their chance to play in the big game. Now, in such cities as Oakland, Denver, Dallas, Philadelphia, Houston, Norfolk, and Richmond, they have their chance.

It is interesting to ponder why business has entered the education arena so eagerly at this time. I suggest two major reasons:

*Actually, these "volunteers" are paid employees with expense accounts.

HOWARD OZMON (Columbia University Chapter) is a professor in the School of Education, Virginia Commonwealth University, Richmond.

• U.S. business feels that it has been successful, and that the success and expertise of business should be used in the schools.

• Businesspeople feel that the schools have steadily deteriorated over the last 10 years and are no longer producing graduates who are assets to business. They see a more "business-like" approach to schooling as a remedy.

Both are myths, though they are widely held by business executives. Unfortunately, they are also held by school administrators, who are increasingly identifying themselves as businesspeople rather than as academics, and by school board members, who often *are* businesspeople.

The first rationale for the direct involvement of business in education is a myth because there are many indications that U.S. business, particularly in recent years, has been a flop. A lead article in the *Wall Street Journal* (5 January 1981) examined the problem repair people face in keeping up with the glut of defective products. Add the problems engendered by thalidomide, Proctor and Gamble's Rely tampons, the Dalkon Shield, the C-5 Galaxy, kepone, and the Love Canal episode, and much of the success of U.S. business begins to pall. Probably the myth of the success of business rests on its early history, when companies could exploit nature and brutalize workers with impunity, unhampered by moral and social responsibility. Today, however, consumer groups and federal agencies require some responsibility from business, and this has put limits on unrestricted rapacity and greed.

The second myth is even more dangerous. Not only does it disserve many dedicated and hard-working teachers who are up against a social rather than an educational dilemma, but also it encourages us to see students as products to be turned out on an ever-moving assembly line. Teachers are to be judged on how much *measurable* improvement their students achieve. Since business has not traditionally been concerned with such intangibles as truth, justice, and humanism, why

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should schools? After all, the real test, many businesspeople say, is how well the student later does on the job.

Recently I obtained materials from various Adopt-a-School programs around the U.S. The list of adopting corporations reads like a Who's Who of business. It includes such companies as Ford, Chevron USA, Carnation, Del Monte, Bell Telephone, Xerox, Sears, Shell Oil, I.B.M., General Electric, Levi Strauss, General Motors, McDonald's, J.C. Penney, Clorox, Dr. Pepper, Burger King, Kaiser Aluminum and Chemical Corporation, Adolph Coors, Universal Leaf Tobacco, and many more companies, large and small. In California, the Bank of America donated more than \$1 million to the public schools in that state. Religious and civic organizations also adopt schools, but the contributors of the largest sums are the large corporations. We are talking about big bucks, and there is little wonder that so many school administrators have jumped on the bandwagon. These big bucks are tax deductible (so the public really pays them), and I cannot help being concerned about the possibility of corruption of the school officials who are administering funds for corporations bent on improving their image, vis-à-vis their competitors, by capturing the growing market of school-age consumers. I can almost see school administrators on junkets to exotic places.

At this point I should provide some evidence that companies actually *do* seek to influence and direct school activities.

A Dallas bulletin, titled "The Business Company and the Public Schools," a slick public relations document, states, "In Dallas, educators no longer act alone to educate our city's children." It then discusses the expertise that business and other organizations can offer the schools. Expertise in what? Well, they can offer such things as management studies, advisory committees, and specific recommendations for programs. The bulletin goes

on to discuss the need for more teacher accountability. More than 274 companies in Dallas have adopted schools. The program in this city includes job placement services; businesspeople serving on task forces and advisory committees; and the provision of pamphlets, speakers, and classroom demonstrations.

Although those involved with the San Francisco Education Fund claim it is not an Adopt-a-School program, it is similar (businesses donate money to projects rather than to schools). The Education Fund screens and develops program proposals, allocates funds selectively, and assumes fiscal and evaluative responsibility for programs.

In Oakland businesspeople are encouraged to adopt a school "to share in the responsibility of education for students of Oakland." The program provides inservice education for staff development. Levels of involvement range from corporate contributions to total sponsorship and initiation of programs.

In Denver the business community will assist in a "school needs assessment," and a business coordinator for each school is to be elected from the business community. The Denver Public Schools' *Adopt-a-School Update* reports on students visiting the King Soopers Bakery and being given King Soopers hats to wear. Pepsi-Cola sponsored an event at which students were given prizes and free (you guessed it) Pepsi-Cola. Other students toured the United Bank of Denver and the Samsonite assembly plant.

In Philadelphia the program is called the Corporate Contributors to Urban Education. A brochure points out that businesses have a long history of involvement with the Philadelphia public schools but that they have in the past dealt mostly with vocational and distributive education programs. Now, however, business is entering a phase of even greater involvement. This includes career guidance and tutoring at various business locations. Volunteers will also take part in teacher training and curriculum development.

In Norfolk, Virginia, 58 schools have been adopted by local businesses, despite the fact that a recent survey indicated that businesspeople were very critical of the Norfolk public schools. Their *Adopt-a-School Bulletin* maintains that the program is *not* a funding source for school activities, nor a pseudo-administrative group. Each business is to form a team to "define the school's strong points, weak points, its needs, and problems." Each team is to exchange plans, objectives, successes, and failures with other Adopt-a-School teams. What kinds of problems could the teams attack? Discipline, vandalism, student attendance, Parent Teacher Association attendance, and promotion of business discounts to students in the adopted school.

In Houston the program goes by the name of the Business School Partnership Program and is heralded as an adaptation and expansion of the Adopt-a-School program. Houston businesses provide schools with professional and technical magazines, books, and field trips. This program is strongly supported by the Houston Chamber of Commerce, and teachers are encouraged to provide business volunteers with information about students so that they can help students effectively. Teachers are to recognize the business volunteers as part of the school team. Material provided by the Houston schools claims that this program provides "the opportunity to educate students on the meaning and values of the free enterprise system" as well as "the opportunity to create programs for the purpose of recruiting and developing future employees."

In Richmond, Virginia, one of the newest Adopt-a-School programs was launched with little involvement from the community or from faculty and students of the schools involved. The program deals primarily with career counseling, advice to student publications, and tutoring. However, the adopting company might also assist the faculty in continuing their education. Some criticism was voiced by concerned citizens, educators, and child advocates, but the *Richmond Times-Dispatch* praised the superintendent for "participating in the creation of better-prepared citizens and consumers."

One thought-provoking comment from the promotional material developed by the Richmond public schools suggests that

"it might be illegal, or at least unfair, for the school system to exclude *any* group from adopting a school, including political parties, right- and left-wing groups, and even *churches*." Could the Socialist party adopt a school? Could the Ku Klux Klan? According to this statement, possibly so. Another problem surfaced in Richmond when a professor who was critical of the Adopt-a-School program was advised by his colleagues that his opposition might impair lucrative consulting services between the city school system and the university.

Readers might take the tenor of this article to be that business should keep its corporate hands off of U.S. education. Not so. I think that business can and should play a part in education. But this part must be carefully circumscribed and closely monitored in ways not common to most existing programs. Evaluation of the programs must be conducted by those outside the business sector. The donation of money to schools for programs, equipment, and even advertising — within certain limits — might also be allowed. But the role of business in developing and directing the philosophy and curriculum of a school must be no greater than that accorded to other community groups.

U.S. business, given the performance of firms such as Chrysler and the loss of much of the overseas market, would do well to clean up its own act before moving so aggressively into education. Perhaps, if business leaves the schools free to innovate, they might even develop some ideas to improve the performance of U.S. business. []



"This portion of Show and Tell is brought to you by a grant from Exxon Corporation."

THE ABC'S OF ADOPT-A-SCHOOL



SELECTION OF PARTICIPANTS

Because the key to any successful Adopt-A-School Program is enthusiastic interaction, the first step in establishing a program should be careful selection of participants. Only if school and adoptor are able to work together -- and only if both are equally dedicated to the project -- can Adopt-A-School work.

Both the school and the adoptor should have a clear idea of what they hope to gain from the partnership as well as what they are able to share with each other. Each program should be developed from this base with the knowledge that every need won't be met immediately. It is best to start conservatively then let the partnership develop with time and experience. The following criteria should be considered when selecting participants.

1. Ideally, the adoptor should have a concern for public relations and designate coordinators who can consider it part of their job to make Adopt-A-School work. Coordination cannot be only an after-hours function; the job is far too demanding and time consuming.
2. The adoptor should be committed at all levels within the organization in order to make the program successful. This kind of commitment usually requires enthusiastic selling by coordinators.
3. The business, civic group, or religious organization should be well aware of what it has to offer so that it can match its resources with the school's needs; the adoptor should also have considered carefully what sacrifices it is willing to make (i.e., release time for employee volunteers). (See Community Resource Assessment, Appendix I.)
4. The school should be equally eager to participate. It should have an enthusiastic, dedicated principal, willing to contribute his own time and able to communicate with his students, parents and school community. (See School Needs Assessment, Appendix II.)
5. The school should have a clear idea of its own needs as well as what resources it has to draw on to share with the adoptor.
6. The identified needs should be realistic. It should be recognized that the needs will differ. Even schools that have strong P.T.A.'s, high morale, and innovative programs have needs that can be met from within the community.
7. An adoptor needn't feel the total responsibility for meeting the needs of a school as a school can be adopted by more than one group.

B

EARLY PLANNING

After both school and adoptor have expressed an interest in the program, and before any final commitment is made, both parties should sit down and discuss needs and plans for fulfilling those needs. A proposed outline of steps during this first stage is provided below.

1. The school, with school system representatives, should draw up a tentative list of requirements, preferably after discussion with the entire school staff. Care should be taken to concentrate on those needs affecting the whole school, not just a single class. The school should also be careful to concentrate on volunteer rather than simple financial needs. Needs of all types, however, should be included. (See School Needs Assessment, Appendix II.)
2. The adoptor should determine its resources: volunteers, financial help, etc. Decisions should be made at this time about such issues as release time for volunteers and possibilities for financial support. (See Community Resource Assessment, Appendix I.)
3. The school should determine its resources: capability to publicize the adoption, special recognition, benefits for volunteers such as show or game passes, and the ability students have to share talents and time with the adoptor.
4. The two groups should then sit down and discuss needs, honestly evaluating them in light of available resources. If they can then agree on some areas to which both groups can contribute an agreement can be reached.
5. It is important to have a contract of sorts, simply because commitments made in writing seem more binding. The contract will be general and ideally two copies should be made -- one to put on display in the school, and one to display in the adoptor's office. In this way, the contract will serve as a constant reminder to both parties that they have a promise to keep.

C

PLANNING AND PREPARATION

The next stage -- planning -- cannot be foreshortened. Plans for the coming year must be made carefully and must be put in writing. Although plans need to be flexible (new needs will arise during the year), it is vital that participants know what they want to accomplish, as well as their timetable for accomplishment. In this way they will not get trapped into attempting too much or find themselves wasting time that could be spent productively.

Once plans for the year have been made, the program should be kicked-off. Preferably, the kick-off should provide community-wide publicity that will:

1. Make the community aware that your organization is getting involved in the schools;
2. Increase student pride in the school; and
3. Give employees, whose time and dedication is essential to the program's success, some favorable publicity among their associates.

A formal signing of the contract could come at a joint meeting of all adoptors and schools. Public relations people in the school system will contact the television stations, newspaper, and other interested parties.

Ideally, some sort of event should be held immediately after the kick-off to get as many employees and as many students as is feasible together. An athletic day is one good way, since athletic events are ideal icebreakers. Again, personal contact between employees and students is extremely important.

Also important at this time is some sort of survey to determine present issues. This survey can be followed up at the end of the school year to measure the program's success.

D

POSSIBLE PITFALLS

Possible pitfalls to be aware of include:

1. Poor and inadequate planning so that the program is approached haphazardly.
2. More projects planned than can be reasonably accomplished.
3. Inadequate selling to employees or members.
4. More individual volunteers in the school than can be effectively monitored. Chances of failure for the individual volunteers are greater than for the more easily controlled group projects. Both are important, but the individuals, require more careful watching and, often, more morale-boosting.
5. Lack of real commitment on the part of either adoptor or school.
6. Mid-year slump, particularly for the adoptor coordinators who may begin to feel exhausted or even discouraged.
7. Failure to establish methods of measuring the program's success.

E

POSSIBLE PROJECTS

The kinds of projects that can be undertaken are limited only by the participants' abilities and needs. Suggestions for possible projects are provided below:

1. Reading help -- providing reading materials and tutors.
2. Landscaping -- trees, shrubs, flowers, benches, etc.
3. Tours -- for classes interested in the kinds of work performed in the adoptor's building.
4. Athletic help -- coaches, referees, etc.
5. Fund-raising for the prom, the purchase of a new piece of equipment, etc. Possible fund-raising activities are numerous, including benefit athletic events, carnivals, rummage sales.
6. Tutors and classroom help of all kinds -- for this type of activity, release time is almost essential.
7. Repair or renovation work -- if some part of the school building needs work, employees usually enjoy being together to paint, hammer, and clean. This type of volunteerism is often the most successful because volunteers can see positive results.
8. Joint volunteer projects, particularly at Christmas, can help teach students the value of volunteering.
9. Help with dramatic and other special interest clubs.
10. All employee experiences and talents, which are potential learning experiences for students -- films or slide shows of employees' trips to foreign countries can be tools for language or humanities classes. Employees who dance can help choreograph school performing groups, etc. Opportunities for this kind of help are limited only by the individual employee's willingness to give.
11. Scholarships.
12. Financial help for buying special education materials, other educational tools.
13. Help with award banquets.

14. Donation of the business' specialized skills -- computer people, architects, engineers, journalists, bankers, attorneys, claims adjusters, and all other employees whose jobs involve particular skills can work with students on special projects.
15. Clerical help.
16. Library help.
17. Job placement and career opportunities.
18. Art work and decorations.
19. Speakers.
20. Preparation of slide shows and other materials requiring special equipment.
21. Assistance in preparation of school newspaper.
22. Assistance in preparation of school annual or yearbook.

It must be stressed that opportunities for help in a program of this type are endless. Planners must be innovative and creative, willing to experiment and even, sometimes, to fail. Every opportunity for employees and students to work together can be beneficial.

ADOPT-A-SCHOOL
COMMUNITY RESOURCE ASSESSMENT

1. Personnel available for volunteer activities _____

2. Capability for teaching mini-courses _____

3. Resources available for providing field trips _____

4. Resources available for providing special recognition activities _____

5. Resources available for providing career awareness programs _____

6. Resources available for providing financial support _____

7. Resources available for providing scholarships _____

8. Resources available for providing incentive awards _____

9. Other _____

NAME OF COMMUNITY ORGANIZATION _____

TYPE: ☐ Business ☐ Civic ☐ Religious ☐ Other

ADDRESS _____

CONTACT PERSON _____

ADOPT-A-SCHOOL
SCHOOL NEEDS ASSESSMENT

Assessment instrument for schools to help identify needs to be met in the Adopt-A-School project. Please check or comment below.

CATEGORY #1 -- Volunteer Support

☐ A. Tutoring☐ B. Teacher Aides☐ C. Clerical Help☐ D. Library Help☐ E. Clinic Help☐ F. Cafeteria Help☐ G. Playground Assistance☐ H. Transportation☐ I. Music☐ J. Clean-up/Fix-up☐ K. Other _____

CATEGORY #2 -- Special Projects

A. Organize and support activities

☐ 1. Athletic teams☐ 2. Student government☐ 3. Music groups☐ 4. Annual and paper staff☐ 5. Other _____B. ☐ Mini-coursesC. ☐ Field trips

Category #3 -- Morale and Motivation Building Activities

A. Special recognition efforts

☐ 1. Student☐ 2. Faculty☐ 3. ParentB. ☐ Career Awards Program

School Needs Assessment
Page Two

CATEGORY #4 -- Financial

A. Scholarships

☐ 1. Student

☐ 2. Faculty

B. ☐ Inventive Grants

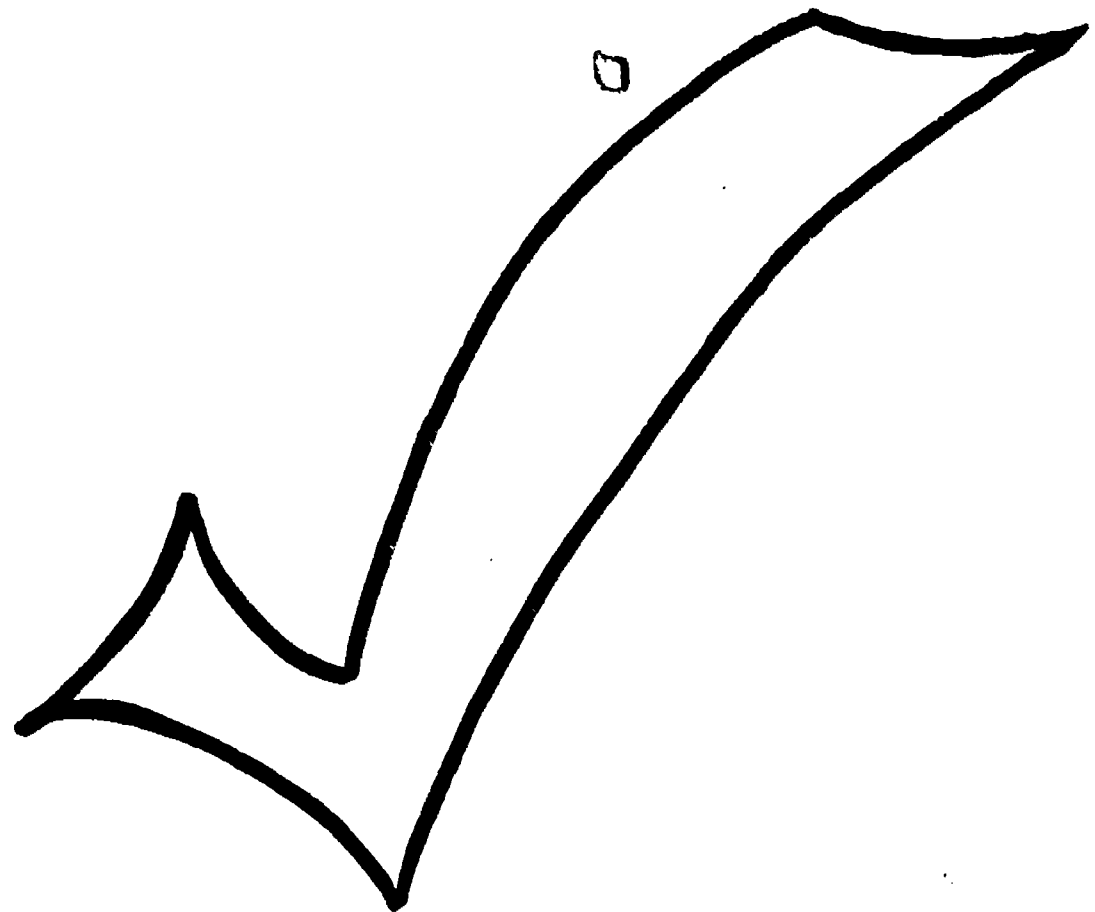
C. ☐ Special Equipment Purchases

CATEGORY #5 -- Other

SCHOOL NAME _____

ADDRESS _____ PHONE _____

CONTACT PERSON _____



Coordinator Handbook

We are pleased that your company is participating in the Adopt-A-School program of the Salt Lake City School Volunteers.

Your particular contribution to this project is appreciated and we look forward to working together.

We hope the information in this pamphlet will be helpful.

ROLE OF THE COMPANY COORDINATOR

Advise company supervisors of Adopt-A-School project

Elicit support of company supervisors for project.

- Obtain authorization for participation of volunteer

Recruit volunteers.

Orient volunteers - company guidelines

- Communicate on-going activities to volunteers

Share with Adopt-A-School program staff copies of:

- In-house bulletins
- Posters
- Notices
- Newspapers
- Flyers

WHO, WHAT, WHERE, WHEN, WHY OF ADOPT-A-SCHOOL

WHO ARE THE PARTICIPANTS IN ADOPT-A-SCHOOL?

This is a people project all the way. It starts with:

Management agreeing to release their. . .

Employees who travel in teams to a selected school where. . .

The principal and teachers link. . .

Students, individually or in small groups, with employee volunteers.

The volunteer program keeps communication open among all project participants and insures that the objectives of each are met.

WHAT IS THE JOB OF THE EMPLOYEE VOLUNTEERS?

Depending upon the needs identified by the school staff, the employee volunteers may be working in one or more activities to:

reinforce basic skills, reading, math and communication

enrich and individualize instruction

tutor English as a second language

prepare students to meet career goals

relate classroom skills to life experiences

WHERE AND WHEN DO THESE ACTIVITIES TAKE PLACE?

All activities take place at the school during regular school hours. The employee volunteers work directly in the classroom or in specially designated areas in the building.

While the Adopt-A-School program is flexible to individual company design, companies are asked to make a year's commitment to the project, releasing their employees, in teams for up to three hours each week.

WHY ARE COMPANIES ASKED TO HELP IN THIS WAY?

Education is an infinite process - there is always more to be learned. Each of us has different interests, different skills, and we learn in different ways. Our schools need and welcome resources from the community which help meet the varied needs of students.

Participation from the business community is especially valuable. While students gain additional academic assistance, they also have an opportunity to interact with role models from the "real world". The corporate volunteers help to motivate student interest in learning by reinforcing, through personal example, the relationship between what is studied now and its future application.

The virality of a community, its quality of life, emanates from the well-being of its various sectors. Business and education, as principal sectors of most communities, most often share a symbiotic relationship, with an impact on one affecting the other and ultimately the entire community. It is both practical and ideal for these key sectors to work in cooperation, contributing to and enjoying the benefits of a healthy, vital community.

WHO ARE SALT LAKE CITY SCHOOL VOLUNTEERS, INC.?

Partnership between the public schools and the community is vital to the education of all children. At times of increasing demands upon diminishing resources, public education looks to the community for volunteer participation and support. Building this partnership is the goal of Salt Lake City School Volunteers, Inc.

Established in 1969, the Salt Lake City School Volunteers, Inc., a non-profit agency recruits, trains, places and recognizes community participants in public schools. Thousands currently volunteer in the classrooms under the guidance of teachers. High school students help solve math problems with younger students; a senior citizen gives piano lessons to kindergarten children; corporate employees on company time tutor 4th graders and share their special skills; a blind instructor gives a lesson in Braille.

Volunteers do not replace professional staff. Yet, they are an integral part of the Salt Lake City School District, benefitting everyone involved. Volunteers experience the satisfaction of contributing to a student's academic and personal growth. Schools and teachers gain invaluable resources and tap new sources of energy. Students acquire skills, expand career options, cultivate special interests. . .discoveries that otherwise might not be made.

PARTICIPATING SCHOOLS

Northwest Intern.
322-1471 ex. 383
Larry Palmer, Prin.
Norma Petersen, Coord.

Community Education
363-4476
Ed Salisbury, Director

Bryant Intermediate
322-1471 ex. 355
Harold Trussel, Prin.
Sondra Cannaday, Coord.

East High School
583-1661
Robert DeVries, Prin.
Evelyn Tsagaris, Coord.

West High School
355-5437
LaMar Sorensen, Prin.
Linda Richmond, Coord.

Jordan Intern.
322-1471 ex. 357
Gerald Allen, Prin.
Catherine Smith, Coord.

Clayton Intermediate
322-1471 ex. 360
Lee Haueter, Prin.
Joan Young, Coord.

Glendale Interm.
322-1471 ex. 386
Jack Hart, Prin.
June Desmond, Coord.

South High School
486-1061
LaVar Sorensen, Prin.
Suzette Smith, Coord.

Hillside Intern.
322-1471 ex. 353
LeGrand Parsons, Prin
Barbara Amott, Coord.

Highland High School
484-4343
Delbert Fowler, Prin.
Naomi Jergensen, Coord.

511/4/0001/12-79:1200

LEGEND

● ELEMENTARY
 L INTERMEDIATE
 H SENIOR HIGH

NORTH



SUGGESTED STEPS IN ADOPTING A SCHOOL

- I. The determination is made by company and school district to adopt a particular school.
 - A. These factors are some to be considered:
 1. Mileage and/or time distance of school from business location
 2. Specific needs of school
 3. Age group of school's students in relation to interests of firm's personnel and/or retirees
 4. Discussion of possibilities with representative from School Volunteers, Inc.
- II. Recruitment campaign for volunteers within your organization wishing to participate.
 - A. Suggestions
 1. Explanation to supervisors
 2. Public relations
 3. Bulletin boards
 4. Written notices to members of your organization
 5. Newsletter
 6. Recruitment table in lobby
 7. Posters
 8. One-to-one
- III. Volunteers who may serve in the schools for two hours per week are identified within the organization.
 - A. Volunteers give:
 1. General classroom assistance
 2. One-to-one help in reading, math, teaching English as a second language, or in other subject areas.
 3. Enrichment in the arts and other activities such as P.E.
 4. Library assistance
 5. Help in special education (deaf children or children with emotional and behavior problems)
 6. Early childhood assistance (K-12)
 - B. Volunteers sign up for preferred subjects and times.
 - C. Additional help for that school is considered as needs are known.

IV. Volunteer chairperson is designated by the adopting group to:

1. Serve as liaison with School Volunteer Office and with the volunteer coordinator and staff of the adopted school
2. Recruit volunteers from within the organization
3. Work with the volunteers on placements and evaluation of program

V. Relationship between your group and the School Volunteer Office.

1. A volunteer coordinator and a member of the Adopt-A-School committee will be appointed to act as liaisons between the adopted school and adopting group
2. Orientation by school district staff person will be given to explain the program to prospective volunteers
3. Volunteers for reading or English as a second language, attend workshops as they are available
4. Volunteers visit adopted school, have orientation to the school and begin volunteer work
5. One or two meetings a year held with volunteers to share experiences, solve problems, make suggestions for improvement of program

✓ CHECK LISTS

Informing & Recruiting Volunteers

✓ CHECK LIST - WAYS TO INFORM

- _____ Newsletter
- _____ Bulletin Board
- _____ Memo
- _____ Posters
- _____ Flyers
- _____ Copies of above to Adopt-A-School office

✓ CHECK LIST - WHAT TO INCLUDE

- _____ What is Adopt-A-School
- _____ Who can participate
- _____ How many can participate
- _____ Who to contact
- _____ How to sign-up
- _____ Company-sanctioned
- _____ Approval of supervisor essential

Some facts about United Way

WHERE WILL my United Way money go?

With the United Way campaign beginning this week, this is a question many PG&Eers are asking.

Here are some facts:

- United Way donations are distributed according to the community's need for particular services, the number of individuals served by each United Way member agency and the effectiveness with which each agency provides its services.

- A panel of community volunteers decides how much money should be given to each member

'Hamming it up' at The Geysers this weekend

SOMETHING besides steam will spout from The Geysers this weekend when the North Bay Amateur Radio Association hosts the world's first "Geothermal DX-pedition" ham radio operation from The Geysers geothermal steam field in Sonoma County.

The club, with call letters "K6LI", will begin transmitting at 11 a.m. this Saturday and end at 11 a.m. Sunday.

"Our goal is to be the first amateur radio club to send signals from a geothermal steam field," says Darrell Nystrom, an engineering technician at the Department of Engineering Research in San Ramon who originated the idea for the broadcast from The Geysers.

Nystrom encourages any PG&Eer interested in participating in the "DX-pedition" this weekend to contact him on company extension 551-270 or 551-364, or Julian Riccomini on extension 551-230.

agency in the community. Every dollar is put where it's needed most, with the most critical and pressing needs taken care of first.

- Low administrative costs for United Way are made possible by the work of thousands of unpaid volunteers. Many of these volunteers are other PG&Eers who give their time so that your donation will reach the people who really need it.

Dividend declared on preferred stock

THE BOARD OF DIRECTORS of PG&E last week declared dividends on all preferred stocks for three months ending October 31, 1980. However, the dividend on the newly issued 12.80 percent preferred is for the period July 24 to October 31. The dividend will be payable November 15 to stockholders of record on October 10, 1980.

Tutor volunteers needed

FOR THE EIGHTH YEAR, PG&E will be part of the San Francisco School District's Volunteer Tutoring Program. Especially needed are tutors in reading and math. A foreign language skill is helpful.

PG&Eers who would like to volunteer as a tutor or counselor should complete the form below, have it approved by their supervisor and return it as soon as possible. The time required away from work is approximately three hours a week.

PLEASE MAIL TO: L. C. Beanland, Room 6C20, 345 Mission St.,
Extension 5740

PLEASE SELECT THE SUBJECT AND GRADE LEVEL OF INTEREST

INDIV. HELP

☐ Reading
☐ English
☐ Math
☐ Soc. Sci.
☐ Foreign Lang.
☐ Counseling

ENRICHMENT

☐ Art
☐ Science
☐ Other

AGE LEVEL

☐ Elementary
☐ Middle School

Name (Tutor) (please print) Supervisor's Name (please print)

Department * Approval (Supervisor's Signature)

Location Location

Co. Extension (Date) Co. Extension (Date)

Persons who already participated two terms are not eligible this year.
* Applicant must have supervisor's approval prior to consideration for tutoring.

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Editor Carol Sughrue G.O. Extension 1411
77 Beale Street, San Francisco, California 94106

Volume XI

Number 19

November 1980

TO: All retirees and Flight Attendants

FROM: Joseph Byerwalter

SUBJECT: San Francisco School Volunteers

The San Francisco Chamber of Commerce has brought to our company's attention a program developed by the San Francisco School Volunteers. Whether you live in or near San Francisco, we urge you to consider the merits of this program as we briefly describe it to you.

You may recall that for many years the public school classroom was the sole domain of the teacher or school administrator. Recently, the emphasis on providing individualized instruction for each student has placed increasing demands on schools. They are reaching out to the volunteer community to encourage the sharing of experience and information which broadens their students' education.

The San Francisco School Volunteer program is seeking to find volunteers to play a unique role in public school classrooms. There is almost no limit as to the kind of activity volunteers can perform in a school. The more obvious activities include tutoring; sharing in special cultural activities, assisting in music, art or science; providing special help to the disabled or slow learning child, helping in industrial arts, athletic programs, the school library or assisting with English as a second language. Nor is there any restriction as to age level for the public schools include students spanning kindergarten through high school.

No prior experience is necessary; the only requirement is that you want to help children.

So, if you are interested in contributing your skills and experience in enriching the lives of young people in our community, please complete the form below. Even if you think that being a teaching aide would not be to your liking, volunteers are needed simply to serve as role models and friends to children.

An orientation for those interested in learning more about the program will be sponsored by United Airlines with representatives of the San Francisco School Volunteers.

VOLUNTEER TUTORING APPLICATION

Please return by Nov. 21 to:

Edward Piper
United Airlines
Manager, Personnel Services
San Francisco International Airport
San Francisco, CA 94128

NAME: _____
(type or print)

ADDRESS: _____

SUBJECT OF INTEREST:

Reading _____
Math _____
Spelling _____
Music _____
Art _____
Science _____
Special Education _____
Career Education _____
Athletic Programs _____
Other _____

ORIENTATION



CHECK LIST

_____ Reserve date

_____ Reserve space

_____ Invite veteran volunteers to share experiences

- What tasks they performed
- How they knew what to do
- Where and how they found resources
- What transportation they used
- How they felt the first day
- How they felt after getting to know the school, teacher and students

_____ Inform volunteers of company guidelines

- How many employees will be released
- What is the time commitment. Weekly? Semester? Year?
- Transportation arrangements

_____ Accompany volunteers to school site orientation

ON - GOING COMMUNICATION



CHECK LIST - WAYS TO KEEP LINES OPEN

_____ Publicize volunteer activities through
in-house publications, photo, slide presentations

_____ Reserve date and space for mid-year training
session

_____ Other



Adopt-a-School volunteer Suzette Smith, left, works with South High student Ky Le Tang.

Businesses help students by 'adopting' their schools

By Angelyn N. Hutchinson
Deseret News staff writer

Trendy Utahns have spent the last few months busily adopting Cabbage Patch dolls. But Mountain Bell and several other Utah companies adopt on a more grandiose scale. They adopt schools.

Adopt-a-School is a school-business partnership between the Salt Lake City School District and local businesses. One or more businesses adopt a school and recruit employees or retired workers to volunteer as tutors, role models and teacher aides for several hours each week.

The volunteers share talents and skills and offer individual instruction to students who are behind in basic skills.

The Mountain Bell-South High partnership is the oldest in the program, which started in 1977. Mountain Bell also recently adopted Whittier Elementary School.

Others in the program include Kawasaki Golden Agers, Police Athletic League, Beehive Clothiers, YWCA and Utah Power & Light Co. with Glendale Intermediate School, Mountain Fuel with East High School, Salt Lake International Center with West High School, and IBM with Bryant Intermediate School.

"The program varies with what

each school needs and what each volunteer is willing to do," said Gene Berry, who manages the Adopt-a-School program for the Salt Lake City School District.

At South High, for example, a lot of the volunteers work individually with Asian immigrants for whom English is a second language. South is the designated port-of-entry high school in the Salt Lake City School District.

They need help not only in English classes, but with understanding the teacher's instruction in other subjects.

Ruth Muth tutors several of South's Asian students. She feels a special need to help Asian students because she believes the ability to use English is the key to survival for these students in their new homeland.

"No country should deny to any child the opportunity to learn, no matter what his background or circumstances," said Mrs. Muth, who has been teaching for more than 60 years.

"I've had some brilliant kids. They've learned so well," she said.

Mrs. Muth is a stand-out among the program's volunteers. Besides being a former school teacher, she is the program's oldest volunteer. She

decided to help out last year when she was 81 years old. She joined Mountain Bell's volunteers because her late husband, Harold, was a long time Bell employee.

She doesn't believe there is anything remarkable about being an octogenarian volunteer. "There are all these people who need you."

Most of the volunteers aren't former teachers. The requirements for the tutors are basic skills in math, reading and English, plus the patience to work with teenagers who need individual help.

"Some just need a mother or father figure to guide them," said Suzette Smith, Adopt-a-School coordinator at South High.

The size of the program varies among companies and schools. At South, Mountain Bell has 43 employees, including three retirees. Last year Bell employees donated 500 hours to its adopted school. All volunteer work is done on company time.

Joy Gomez, who coordinated Mountain Bell's participation for three years, said her employer decided to join the program because it "sees the value, the need to assist in the schools, and has always been community minded."



Mike Evans, a participant in the Adopt-a-School program, helps tutor Salt Lake City School District students. Pro-

gram, which has been a part of the district for seven years, receives high marks from school and company officials.

Adopt-a-School Program Called Success

By Peter Scriver
Tribune Education Writer

A partnership program between private business and education is alive and well in the Salt Lake City School District.

Adopt-a-School, the name of the program, has been part of the district for the past seven or eight years and both school and company officials give the program high marks.

"I really think the Adopt-a-School Program is super. It gives business, teachers and students the opportunity to interact with each other," said Harold J. Trussel, principal at Bryant Intermediate School.

IBM has adopted the Bryant School and employees have been assisting with individual tutoring in math classes, both for regular and resource students, and have been assisting some math students who recently won a regional math contest, the principal said.

Moreover, the employees also will be involved in computer classes.

Sees Great Potential

"Both the schools and businesses benefit from the relationship. I think there is a potential for a major enhancement of learning, for super kinds of help," said Mr. Trussel.

"While I don't think the schools or businesses have yet reached their potential, I see more and more a movement toward it."

"We're just beginning to scratch the surface in what technology can do to educate students. As this sort of thing increases and as we deal with educational problems and strive for excellence, I think the future will be really bright," he said.

Mountain Bell has adopted Whittier Elementary School, where employees tutor in kindergarten and in computer literacy, where the stu-

dents, says Principal Len Gardiner, "are going from mountain top to mountain top."

Some employees are assisting in the first and second grades, listening to students read and helping them to make up absences.

In Resource Program

"Some are tutoring, some are in our resource program and we have a volunteer who speaks Spanish helping a kindergarten who doesn't speak English," said Mr. Gardiner.

There are even a couple of phone company employees helping out in the school office.

"It really makes a significant difference to have these people here. They are very, very good people and we think it's marvelous."

"We have high enrollments and they are really doing us a service. They are doing things we simply don't have the manpower to do," said the principal.

Linda Debs, Adopt-a-School coordinator for Mountain Bell, said her firm has long had a relationship with South High School and recently adopted Whittier School.

"We basically do this (participate) because there is a need and because it's something we can do," she said.

Mrs. Debs said participation helps the company's community relations, and helps satisfy the company's interest in educational and community improvement.

Working for Good

"This is a service valuable both to the employee and the student," she said. "It's kind of a business partnership, with both business and schools working for the good of the students."

Mrs. Debs said the program has been a phenomenal success for Mountain Bell and indicated the program will continue.

"This program generates lots of interest and enthusiasm for our employees. It's very rewarding and something Mountain Bell wants to continue," she said.

Glendale Intermediate School has been adopted by Utah Power & Light Co., where mostly retired employees have tutored students in math and reading, and have assisted in the school's shop classes, music department, and homemaker club.

Employees from the company's Teamsters Club have been conducting a youth leadership program with 80 students at the school.

Students in this program learn about constructive criticism, prepare speeches and study parliamentary procedures while the UP&L employees practice their own leadership and teaching skills.

Meaningful Involvement

"Our primary focus has been on retired employees. It gives them meaningful involvement in the community," said Margaret Hunt, UP&L's education coordinator.

"The program helps our people get in and stay in touch with the customers and community," she said.

"Furthermore, our retired employees have a life of experience and education to impart to students. Because they've had the benefits of good jobs and security, they can help students understand the importance of work and learning," Mrs. Hunt said.

It is difficult to gauge the worth of the program, she admitted.

"When a student is having trouble, for whatever reason, and someone comes to him and cares if he succeeds, it could be a turning point in the child's life. I don't know how you can measure this impact," said Mrs. Hunt.

Ivan Cradock, Glendale's principal, is very impressed with UP&L's adoption of his school.

Very Strong Program

"It's an excellent and very strong program. I'm very impressed with the support we get. We have any-

where from 15 volunteers coming in, and they do a number of different things," said Dr. Cradock.

There are larger school-business partnership programs in other areas of the country, but the Salt Lake district remains proud of its own.

"We're not a big program, but we're a quality one," said Gene Barry, volunteer coordinator for the school district.

"Our partnership is much deeper than a financial contribution. The businesses have people in the schools, they help and see what's going on, and take this back to their companies."

"This way, the companies see what the schools need and they have the opportunity to let schools know what they'd like to see happen," said Mrs. Barry.

She said the program enhances the understanding between business and education as both entities focus on a common object — the students.

Not Just Businesses

Mrs. Barry said Salt Lake's Adopt-a-School Program is not just for businesses. Community groups too can adopt schools.

For example, she said the LDS Students Association at the University of Utah has adopted South High School, where association students tutor high schoolers in languages, math and chemistry.

Part of the program's success and the willingness for business to get involved may stem from the community itself.

"In this community, people are interested in the schools, in the students, and in education. They are willing and eager to participate rather than desirous of throwing money to the schools," Mrs. Barry said.

Business too is interested in education, she said, and has educational goals.

"Business would like to see free enterprise taught. It wants educated people to hire, and it wants to share the responsibility for educating students," she said.

Volunteers Teach, Learn

Story and Photo

By Heather Nelson

Tribune Staff Photographer

Ralph Sanchez is a marketing administrator for Mountain Bell — which means that five days a week he meets with officials from various companies, travels frequently, and makes important decisions. But one day a week for two hours, Mr. Sanchez can be found in the corner of a beginning Spanish class at South High School providing volunteer tutoring to students on a one-on-one basis.

Mr. Sanchez is one of nine Bell System employees who take part in the "Adopt-A-School" program sponsored by the Salt Lake School District.

About six years ago, the district appealed to the Bell System for its participation in a pilot program which involved granting interested employees released company time to tutor needy students at a local public school. South High was selected because it is the district's official "port of entry school" for all incoming foreign language-speaking students.

The Bell System's employees services were initially geared toward students needing special help in English skills, but since then, with success of the program, the resource has been extended to all academic areas, including foreign language classes. Such is the service rendered by Ralph Sanchez.

Role Model

Although Mr. Sanchez was born and raised in a Spanish-speaking country, he has had no formal training or experience in the educational field. However, Mr. Sanchez has something much more important to offer the students of South High — namely, a role model, someone they can relate to who has become successful. As he enters the classroom in his three-piece suit, silk tie and starched white collar, even the shabby-looking troublemakers in the back of the room sit up and pay special attention. They seem to be flattered that a man of Mr. Sanchez' stature should choose to take time out of his busy schedule for them.

"I really have fun working with the kids," explains Mr. Sanchez. "It takes me back to my own high school days when I was a troublemaker myself and I can understand where they're coming from."

When Mr. Sanchez is out of town or otherwise tied up on his appointed day to visit South High, he always makes arrangements to come another time. Why does he go to such trouble?

Mutual Benefits

"There are mutual benefits to the program," he explains. "It obviously helps the students to get this

kind of individual help, and it does me good to get away from the business setting for a while and into a different environment with a cross-culture of people from all walks of life."

"I'm sure I learn as much as they do," summarizes the enthused volunteer.

Enos Heward is another of the regular Bell System tutors at South High. After thirty-nine years as an installation manager for the Bell System, Mr. Heward retired last year and now spends four hours a week volunteering his services in the classroom.

He had originally planned on tutoring students in math and physics as a means of "getting back and refreshing myself in the subjects I'm most interested in." But as it turns out, Mr. Heward spends the majority of his volunteered time helping foreign speaking students in a variety of subjects.

"Even if we're discussing social studies, I can help them with their vocabulary and pronunciation," explains Mr. Heward. "I haven't had any formal experience teaching high school students, but I really enjoy the association with them, especially with the refugees who need help with their language skills."

Firm Convert

Mr. Heward is a firm convert to the "Adopt-A-School" program and hopes to see more volunteer tutors become involved.

"Many get frightened off because they haven't had any experience teaching, but they shouldn't. All you have to do is to talk to the kids and tell them what you know."

When asked if it was difficult to tutor foreign-speaking students without knowing their native language, Mr. Heward replied, "I'd much rather not know their language, because it forces them to speak English."

On a typical day in a social studies class, Mr. Heward goes to the back of the room with a small group of four or five Vietnamese students, all recent immigrants from Malaysian refugee camps, and casually discusses the ideas behind the American Revolution while the students ask questions and flip through their Vietnamese-English dictionaries at lightening speed.

Mr. Heward has personal contact with some 17 or 18 non-English-speaking students every week, and loves every minute of it.

Other Participants

There are several other companies besides the Bell System who have "adopted" schools within the Salt Lake School District. Mountain Fuel Supply Co. sends employees on company time to tutor at East High, Deseret Book does the same for Bryant Intermediate, Beehive Clothiers and Utah Power & Light have joined forces to adopt Glendale Intermediate.



Ralph Sanchez, marketing administrator for Mountain Bell, gives one-on-one help to Debbie Reese, freshman at South High.

'Adopt-A-School'

4 Firms 'Adopt' Schools

16 A The Salt Lake Tribune, Monday, April 3, 1978



Mountain Fuel Supply Co. employee Hal Heath and Bruce

Benzley began an experiment in East High chemistry lab.

Salt Lake City School District has been adopted. What's more, it's been adopted four times in the past year and a half. And it's about to be adopted again.

The "adopters" are four major area businesses that feel support of the schools is vital. So far, the adoptees are four of the district's secondary schools: South, East and West high schools and Bryant Intermediate School.

Corrine Hill, Salt Lake City School District's volunteer coordinator, adapted the "Adopt-a-School Program" from a plan that originated in Philadelphia. Salt Lake City is the only Utah district with such a program.

Gets Plan Rolling

S Michael Carlson, engineering superintendent for Mountain Bell and chairman of the district's Community Involvement Committee, was instrumental in getting the plan rolling.

Mountain Bell agreed to put employees into South High to serve as tutors for up to two hours weekly. Nineteen company workers devoted more than 450 man hours last year, with the company's contribution being its employees' salaries for the tutor time.

Program Successful

Although Mountain Bell also had considered providing curriculum assistance (guest speakers and educational materials) and job shadowing (inviting students to spend a day with workers on the job), the company decided tutoring was the

practical place to begin its involvement.

After last year's trial period, the district's Community Involvement Committee concluded the program was about 90 percent successful and should be expanded. Mountain Fuel Supply Co. agreed to adopt East High this year, and IBM Corp. officially joined the program through Bryant Intermediate's reading and mathematics programs.

Kennecott Copper Corp. recently announced plans to send seven or eight volunteer tutors to West High.

Human resources, rather than monetary aid, is the thrust of Adopt-a-School.

The program coordinator said more employees, who are from a variety of jobs, from mechanic to manager, volunteer than employers can afford to release on a regular basis.

Maintains Production

Mr. Carlson explained that as a representative of Mountain Bell, for example, he is responsible for maintaining high production for paying customers. So while Adopt-a-School may enhance the company's image by demonstrating concern for the community, restraint must be shown.

Customers might complain that if we have that much fat, we ought to cut the payroll, he said in illustration of his comments.

Mountain Bell limits its volunteers to 10 now.

The adopted schools come to depend on volun-

teers, Mrs. Hill noted. And most of the volunteers are extremely dependable. They seem to enjoy working with the youths.

Helps In Labs

For example, Hal Heath, an employee of Mountain Fuel Supply, has spent several hours twice weekly all year with students in East High School chemistry labs.

"He loves it, and the students appreciate him," said Evelyn Tsagaris, East's volunteer coordinator. "He sure is great."

Mrs. Hill sees the program an effective way of getting the community involved in the public schools. She also believes the tutors can provide valuable help now that the district is basing graduation on competency in the basic skills.

Mrs. Hill hopes the program will expand to all intermediate and high schools and that more businesses will join. Job shadowing and curriculum aid are areas in which she would encourage more participation.

Article appeared in the

Mountain Bell
UTAH TIE-LINE

Volume 11, No. 22
Salt Lake City, Utah
May 30, 1980

Volunteers award MB's efforts in 'Adopt-a-school'

Mountain Bell-Utah was named Business of the Year by the School Volunteers Inc. of Salt Lake City School District recently.

The award was presented in recognition of the "Adopt-a-School" program in which MB employees volunteered to tutor South High School students during work hours. As of the 1st of May, 448 work release hours had been contributed during the 1979-80 school year, according to John Herbolich, district manager-Network distribution.

The award, a bronzed school bell, was accepted by Mack Lawrence, assistant vice president-Finance and External Affairs. "Although it is a cost to our productivity to let our employees tutor at South High, we are pleased to have been able to provide this community service," Lawrence said.

Herbolich said the subjects tutored were English as a second language, English, reading and math. "There are many students from foreign countries who have no English background," he said. "English as a second language is very important for those students to learn so they can perform well in their other classes."

According to Lorna Hague, volunteer coordinator-South High School, the tutors did very well in their assignments. "The principal and teachers highly approved of the program and



Gene Berry, left, and Charles (Chic) Stratford present school bell award to Mack Lawrence.

everything worked out very well," she said. "The tutors were a big help, especially to the Vietnamese children."

Employees who participated feel their time was well spent and expressed their satisfaction in helping students. Some of the comments follow:

"I really enjoyed the experience to tutor. The English-as-a-second-language program couldn't function without a lot of outside help."

"Tutoring was an exciting experience. You can tell the kids want to learn — especially those who come from foreign countries. They

really worked hard."

"Although there was a language problem, the Vietnamese students I worked with in Math responded very well. I got a lot of satisfaction knowing I was helping in a good cause."

"After each tutoring session, I would come back to work all charged up and ready to work twice as hard."

Herbolich said he anticipates the continuation of the program next year and would like to expand the number of tutors who will go to South High. "Retired employees would be a great source for this program," he concluded.

BEST COPY

Ben Poquette

He'll Add a Little 'Jazz' to West

Many people may soon be thinking that we have a new and very tall student at West. In actuality, he is Ben Poquette, center for the Utah Jazz. Ben is participating in a program called "Adopt a School". In the program he will come and spend some time at West and get to know the students. The program is a voluntary one where both the player and the school choose each other. Ben will come to as many assemblies and activities at West as his schedule with the NBA will permit.

At six foot nine inches, most of which is legs, Ben has a boyish look about him that makes one think that it hasn't been long since he was in high school himself. But he has had a couple years of NBA experience. Last year he played for the Detroit Pistons, and seemed glad to escape to Salt Lake. "The attitude in Salt Lake is better. The fans have a lot more enthusiasm. I'm really happy about it. I've really enjoyed it so far."

Ben thinks this program will help the Jazz get to know the citizens of



Ben Poquette, center for the Jazz, has adopted West as his school.

their newly acquired home better. "It'll be great to get to know people.

We've only been hear a couple of months. We don't even know where a good place to eat is yet. It'll also give us players a chance to get to know the community.

"I hope to help and talk to kids. To try and use some of my experience through basketball and traveling around a lot to help them with any problems they might have."

The first month has been a hard road for the Jazz, but they are getting better. "The big thing is that we are so new to each other for such things as knowing when somebody is going to shoot, or what they are going to do with the ball once they get it. We haven't had a chance to really play with each other. The game against Seattle was tough, but you have to keep playing. You can't dwell on any one game."

Now you don't have to just be a basketball fan to go and cheer on the Jazz. We can all go and support the team and yell for the player that is now a part of West.

SUGGESTIONS & COMMENTS

Program evaluation is a critical element in an adopt-a-school partnership. It should be ongoing as the project develops. In addition, a formal evaluation at the year end should be conducted. At this time the option of whether or not to continue the program should be open. If both parties agree to continue, new plans and goals can be made and new contract or agreement written. Examples of evaluation forms are given on the following pages.

VOLUNTEER COORDINATOR QUESTIONNAIRE
ADOPT-A-SCHOOL PROGRAM

1. Did members of the school staff accept this program? Yes _____ No _____

Comments _____

2. Were volunteers generally satisfied with their assignment? Yes _____ No _____

Comments _____

3. Number of teachers using business volunteers? _____

4. Number of volunteers in the program? _____

5. Could this program be expanded to include more teachers? Yes _____ No _____

Comments _____

6. Suggestions for improvement that you would care to make _____

• **NEEDS ASSESSMENT**

BUSINESS/SCHOOL PARTNERSHIP PROGRAM

TO: District Superintendent _____ Date _____ Name of Business _____

FROM: The Principal _____ School _____ Business Coordinator _____

I AREAS OF IDENTIFIED NEEDS	II SPECIFIC PROJECTS TO BE IMPLEMENTED	III EXPECTED DATE OF IMPLEMENTATION	IV SCHOOL PERSONNEL INVOLVED	V BUSINESS PERSONNEL INVOLVED	VI PROGRESS OF PROJECT
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• **QUESTIONNAIRE FOR SCHOOL/BUSINESS PARTNERSHIP PROGRAM**

The goals of the School/Business Partnership are:

- To utilize business expertise to augment the skills of school personnel.
- To develop better understanding of the free enterprise, including needs and requirements of industry.
- To develop better understanding of the needs and responsibilities of the school system by the business community.
- To assist the school system in making the students more readily employable.
- To increase the holding power of the schools.

Place an X on scale to correspond to the point that best expresses your views:

- To what degree do you feel these goals are communicated to all involved parties?

Poorly Communicated	Effectively Communicated
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- To what degree do you feel the Partnership Program is meeting these goals?

Not Meeting	Meeting
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- To what degree do you feel that past projects and programs presented were relevant to furthering the students' education?

Not Relevant	Extremely Relevant
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- To what degree do you feel that your counterpart in the school or business is committed to the School/Business Partnership?

Not Committed	Strongly Committed
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- To what degree do you feel that successful programs have been exchanged between Partnerships?

Not Exchanged	Sufficiently Exchanged
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- Place an X on Scale to correspond to degree of productivity of the following types of programs:

	Not Productive	Extremely Productive
Tours, Field Trips	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Lectures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Films	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Group Discussions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Panel Discussions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Demonstrations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Programs that involve students, teachers, and partners	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- To what degree have faculty, students and parents been involved in planning of the projects?

	Never	Often
Faculty	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Parents	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- Does your School/Business Partnership liaison committee take an active part in the following?

	Not Active	Very Active
Program Planning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Participating in Programs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
- To what degree have you publicized your partnership?

	Very Little	A Lot
Internally	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Externally	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

10. What is the degree of visibility of your program to:

Students
Faculty
Parents
Community
Managers in your Company
Other workers in your Company

Barely Visible				Very Visible	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Had you ever been in a New Orleans Public School before becoming involved with the Partnership Program?
(Business Partner only)

Yes ☐ No ☐

12. Do you support the idea of rotating partners on an annual or bi-annual basis?

☐ ☐

13. Were free enterprise presentations part of your program?

☐ ☐

14. Do you feel that teachers have sufficient time in their schedule to devote to the Partnership?

☐ ☐

15. In your opinion, what types of programs would improve the Partnership Program?

☐ ☐

16. Your program is coordinated by:

School

Business

____ Principal
____ Assistant Principal
____ Teacher(s)

(Title) _____
(Department) _____

17. Name of School or Business _____

18. Your name and title _____

19. Number of faculty members or management personnel participating in program _____

20. Number of projects in 1978-1979 school year _____

21. Look back at your responses. Do you have any other comments or suggestions? Try to give as many suggestions as possible. Please use the remainder of this page and the next page for comments or suggestions

COMPANIES

- past and present -

THESE COMPANIES HAVE PARTICIPATED IN THE ADOPT-A-SCHOOL PROGRAM:

- Mountain Bell
- Utah Jazz
- Mountain Fuel
- IBM
- Kennecott Copper
- Deseret Book
- Kiwanis Golden Agers
- Beehive Clothiers
- Utah Power & Light Company
- Cambridge Crossing
- Timothy's Restaurant